



EMT Course Syllabus

Emergency Medical Technology Program
Texarkana, TX

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EMT COURSE INFORMATION

COURSE LOCATION

Media Center; 2nd Floor; Room 235

DATES AND TIMES

Fall 2026 1st 8 Weeks August 12 – October 7; all lectures are online; lab sessions are in person every Tuesday 09:00am – 05:00pm except for school closures, holidays, or professional development days

Fall 2026 2nd 8 Weeks October 12 – December 11; all lectures are online; lab sessions are in person every Tuesday 09:00am – 05:00pm except for school closures, holidays, or professional development days

INSTRUCTOR'S NAME

Danielle Forgy, MS, NRP, EMS-I

INSTRUCTOR'S E-MAIL

danielle.forgy@texarkanacollege.edu

INSTRUCTOR'S PHONE #

(903) 823-3412

OFFICE LOCATION

Media Center; 2nd Floor; Room 220

OFFICE HOURS

Monday – Thursday 08:00 am - 03:00 pm; Friday 09:00 am - 11:00 am (*except for school closures, holidays, or personal days*)

AVAILABLE VIA E-MAIL

Monday - Thursday 08:00 am - 04:00 pm; Friday 08:00 am - 12:00 pm (*except for school closures, holidays, or personal days*)

INSTRUCTOR BIOGRAPHY

Hello, everyone! My name is Danielle Forgy. I began my career in Emergency Medical Services (EMS) in May of 2013, working for LifeNet EMS in Texarkana as an Emergency Medical Technician (EMT). Due to the city's border location, I was required to hold National, Texas, and Arkansas certifications. In June of 2014, I transitioned to the role of paramedic for LifeNet. By June 2016, I had earned my Emergency Medical Dispatch (EMD) certification, allowing me to serve as both a paramedic and dispatcher.

After completing my Bachelor of Science in Criminal Justice in December 2020, I left EMS to join the City of Texarkana, Arkansas, as a Police Officer. During my tenure, I acquired my First Aid/CPR/AED Instructor certification and began training fellow police officers in CPR and tactical first aid. In July of 2021, I took on dual roles at SignatureCare Emergency Center as a paramedic and laboratory technician. In March of 2022, I further expanded my professional experience by joining Christus St. Michael Emergency Department as a paramedic.

I continued my work at these emergency departments until September of 2022 when I decided to pursue my passion for education. I joined Texarkana College in January of 2023 and was promoted to my current role as clinical coordinator and assistant professor of EMS in September 2023.

I hold several degrees, including a Master of Science in Forensic Psychology from Walden University, a Bachelor of Science in Criminal Justice from Texas A&M University, an Associate of Science in Emergency Medical Technology from UACCH, and an Associate of Science in Biology from Texarkana College.

MESSAGE FROM YOUR INSTRUCTOR

Welcome to our esteemed EMT program! We are excited to embark on this educational journey together, where we will equip you with the necessary skills and knowledge to excel in your future career. Before we begin, we wanted to emphasize the importance of recognizing that this is higher education.

In this program, we hold ourselves to a higher standard of learning. Your success relies on your dedication, commitment, and willingness to invest the necessary effort. We firmly believe that all learning is your responsibility. Embrace this mindset, and you will undoubtedly thrive in our courses.

As we embark on this 8-week adventure, please remember that challenges lie ahead. However, it is important to understand that every obstacle presents an opportunity to grow stronger and push your limits. Yes, it may be hard, but it is unquestionably achievable. Together, we will overcome any hurdles that come our way.

Remember, success is not measured by perfection, but by progress and the relentless pursuit of knowledge. As your instructors, we are here to guide and support you every step of the way. We are committed to your growth, both academically and personally.

So, let's embrace the challenges, seize the opportunities, and make the most of this incredible educational journey. Together, we will redefine what it means to be an EMT student, elevating our standards of excellence and creating a positive impact in the world.

Wishing you all the best in your studies!

Danielle Forgy, MS, NRP, EMS-I
Clinical Coordinator & Assistant Professor of EMS

INSTRUCTOR COMMUNICATION EXPECTATIONS

As an EMT student, it's important to understand what to expect from your instructor. Here are some key points to keep in mind:

RESPONSE TIME

Your instructor will make every effort to respond to student questions sent through approved communication channels, including Texarkana College student email, phone, Microsoft Teams chat, or the Course Q & A Forum. To help ensure messages are not missed, students should use their Texarkana College student email as the primary method of communication. Messages received during posted office hours will be answered as promptly as possible; however, instructors have up to two business days to respond, excluding weekends, campus closures, holidays, and personal days. Emails, phone calls, and Teams chats received after office hours or on weekends will not be answered until the next business day unless the matter is an emergency.

COMMUNICATION METHODS

Texarkana College student email and the Course Q & A Forum are the preferred methods for routine questions. Office phone calls may be used during posted office hours. Social media may not be used to contact instructors. Microsoft Teams calls are reserved for true emergencies that occur during a scheduled clinical opportunity and require immediate faculty assistance.

RESPECT FOR INSTRUCTOR AVAILABILITY

Students must respect posted office hours and allow up to two business days for a response, excluding weekends, campus closures, holidays, and personal days. A student should not send an email and then immediately call the office, place a Teams call, or send repeated Teams messages because a response has not yet been received. Routine questions about assignments, grades, late work, due dates, scheduling preferences, or technical problems are not emergencies and will be addressed during normal business hours.

Repeated or inappropriate attempts to contact faculty outside posted hours, misuse of emergency communication methods, or failure to allow the stated response time may be documented as a professionalism concern and addressed through counseling and/or the Affective Domain Evaluation.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

1. Apply foundational knowledge of anatomy, physiology, and pathophysiology to assess and manage patients effectively in emergency situations, demonstrating comprehension and application of EMT, AEMT, and Paramedic principles.
2. Evaluate and prioritize patient care interventions based on evidence-based practices and current guidelines, utilizing analysis and synthesis skills to adapt to dynamic emergency scenarios as outlined in the National EMS Education Standards.
3. Demonstrate proficient technical skills in basic and advanced life support techniques, including airway management, medication administration, and cardiac monitoring, integrating knowledge and procedural understanding in accordance with the competencies outlined for EMT, AEMT, and Paramedic levels.
4. Design comprehensive patient care plans utilizing critical thinking and problem-solving abilities, incorporating assessment findings, patient history, and environmental factors to deliver efficient and compassionate prehospital care consistent with the National EMS Education Standards.
5. Collaborate effectively within interdisciplinary healthcare teams, communicating clearly and assertively while demonstrating respect for diverse perspectives and roles, aligning with the interpersonal and communication skills emphasized in the National EMS Education Standards.
6. Demonstrate commitment to professional growth and lifelong learning by engaging in continuing education, self-assessment, and reflective practice, adhering to ethical standards and legal requirements as outlined in the National EMS Education Standards while striving for excellence in emergency medical services.

INSTITUTIONAL EFFECTIVENESS

The purpose of the Emergency Medical Technician (EMT) program at Texarkana College is to provide a curriculum that produces an EMT who functions in the role of a member of the profession, provider of patient-centered care, patient-safety advocate, and member of the healthcare team. Attainment of the program objectives by the EMT demonstrates effectiveness

COURSE COMPLETION & NREMT EXAM ELIGIBILITY

To successfully complete the Texarkana College EMT program and be approved to take the National Registry of Emergency Medical Technicians (NREMT) examination, students must satisfy **all** requirements listed in this section. Each requirement is evaluated independently. Completion of one requirement will not compensate for failure to meet another requirement.

Required Accounts and Regulatory Documentation

Students who plan to seek National Registry certification or state licensure must create the applicable accounts during the course:

1. Arkansas Department of Health
2. Texas Department of State Health Services
3. National Registry of Emergency Medical Technicians

Students are responsible for ensuring that all account information and required regulatory documentation are accurate, complete, and submitted by the assigned deadlines.

Academic, Psychomotor, and Affective Requirements

Students must successfully complete all academic, psychomotor, affective, attendance, and course-completion requirements.

1. Psychomotor Skills Requirements

Students must successfully complete every required EMT psychomotor skills assessment in accordance with the skills-testing and remediation procedures described in this syllabus.

An overall passing course grade does not replace the requirement to demonstrate competency in each required psychomotor skill.

2. Affective Evaluation and Good-Standing Requirements

Students must successfully complete both the **Midterm Affective Evaluation** and the **Final Affective Evaluation**.

A student who earns below the required affective standard on the Midterm Affective Evaluation will be required to:

- Attend a mandatory counseling session with EMS faculty.
- Review the professional attributes and behaviors identified as needing improvement.
- Complete a Professional Improvement Plan, remediation activity, reflection assignment, or other corrective action assigned by EMS faculty.
- Complete all assigned requirements by the established deadlines.
- Demonstrate sustained improvement in professional behavior throughout the remainder of the course.

A score below 81% on the Midterm Affective Evaluation does not automatically result in course failure. However, the student will be considered **not in good standing pending successful remediation and demonstrated improvement**.

To successfully satisfy the affective requirements of the EMT program, the student must:

- Earn at least 20 of 24 points on the Final Affective Evaluation. This is the lowest whole-point score that meets or exceeds the 81% program standard.
- Successfully complete all assigned counseling sessions, Professional Improvement Plans, remediation activities, reflection assignments, or corrective actions.
- Demonstrate sustained professional improvement.
- Receive a final affective status of **“In Good Standing.”**

A student who earns fewer than 20 of 24 points on the Final Affective Evaluation, fails to complete an assigned counseling or remediation requirement, or fails to demonstrate satisfactory improvement will be considered not in good standing and will not satisfy the affective requirements for successful completion of the EMT program.

3. Contact-Hour Requirements

Students must complete all 256 required contact hours distributed among the three co-requisite courses:

- EMSP 1501 – Emergency Medical Technician: 128 contact hours
- EMSP 1208 – Emergency Vehicle Operations: 32 contact hours
- EMSP 1260 – EMT Clinical: 96 contact hours

The 256-hour program structure reflects the instructional hours assigned to the courses through the Workforce Education Course Manual (WECM). WECM hours establish the approved course structure but do not require students to attend every scheduled hour as a condition of remaining enrolled.

To successfully complete the EMT Program, students must earn a minimum of 150 verified contact hours, as required by state regulations. Meeting the 150-hour minimum does not replace the requirement to earn passing grades or successfully complete all academic, psychomotor, affective, examination, clinical, and course-specific requirements.

Contact hours may be earned through scheduled classroom instruction, laboratory activities, approved online lectures and assignments, clinical experiences, simulations, approved virtual clinical activities, and other faculty-directed course requirements.

Only hours associated with activities that are completed, properly documented, and verified by EMS faculty will count toward the 150-hour minimum. Scheduled activities that are missed, incomplete, undocumented, or unverified will not be counted as earned contact hours.

Students who earn fewer than 150 verified contact hours by the end of the program will receive a final grade of F, regardless of their academic average. Students who meet the 150-hour minimum must still satisfy all other course and program requirements to successfully complete the EMT Program.

EMSP 1501 Examination Requirements

Students must successfully meet all of the following examination requirements:

1. Earn an **overall exam average of 81% or higher** in EMSP 1501.
2. Earn a score of **81% or higher on the EMSP 1501 Comprehensive Final Exam.**
3. Complete the **EMSP 1501 Proctored Cumulative Timed Adaptive Exam** and achieve a performance level of **“Good” or “Exceptional.”**

Each examination requirement must be met independently. A passing overall exam average, comprehensive final exam score, course grade, or adaptive-exam performance level will not compensate for failure to meet another examination requirement.

EMSP 1208 Examination Requirements

Students must successfully meet all of the following examination requirements:

- Earn an overall exam average of 81% or higher in EMSP 1208.
- Earn a score of 81% or higher on the EMSP 1208 Comprehensive Final Exam.

Each EMSP 1208 examination requirement must be met independently. A passing overall exam average, comprehensive final exam score, or final course grade will not compensate for failure to meet another examination requirement.

Final Course-Grade Requirements

Students must earn a minimum final course grade of **81%** in each of the following courses:

1. EMSP 1501 – Emergency Medical Technician
2. EMSP 1208 – Emergency Vehicle Operations
3. EMSP 1260 – EMT Clinical

Each course must be passed independently. Grades from separate courses may not be combined or averaged to satisfy this requirement.

Clinical Documentation Requirements

Students must submit all required clinical documentation by the assigned deadlines, including:

1. A complete Clinical Folder containing all required forms, documentation, and signatures.
2. One completed Preceptor Evaluation for every clinical opportunity attended.

Incomplete, missing, late, or unverified clinical documentation may prevent the associated clinical opportunity from being accepted for course-completion purposes.

Mandatory Assignments

Students must successfully complete the **Texas EMS Jurisprudence Course and Examination** with a minimum score of **81%**.

Required Certifications and Training

Students must upload valid certificates or documentation of completion for the following:

1. American Heart Association BLS Provider Certification
2. FEMA IS-100.C
3. FEMA IS-200.C
4. FEMA IS-700.B
5. National Traffic Incident Management Responder Training

All certificates must remain valid through the completion of the EMT program.

End-of-Course Evaluations

Students must complete the required end-of-course evaluation for each of the following courses:

1. EMSP 1501 – Emergency Medical Technician
2. EMSP 1208 – Emergency Vehicle Operations

3. EMSP 1260 – EMT Clinical

Failure to Meet Completion Requirements

Failure to satisfy **any one** of the requirements listed in this section will result in unsuccessful completion of the EMT program. A student who does not successfully complete all requirements will not be approved by Texarkana College to take the NREMT examination.

EMSP 1501 EMERGENCY MEDICAL TECHNICIAN

COURSE NAME

Emergency Medical Technician

COURSE NUMBER

EMSP 1501

CREDIT HOURS

5

ONLINE LECTURE CONTACT HOURS

64

IN-PERSON LAB CONTACT HOURS

64

TOTAL CONTACT HOURS

128

COURSE DESCRIPTION

Introduction to the role of Emergency Medical Technician (EMT). Includes all the skills necessary to provide emergency medical care at a basic life support level in Emergency Medical Services (EMS) or other specialized services such as the emergency room, fire department, military, or law enforcement. This course must be taken concurrently with EMSP 1208 and EMSP 1260 and is the preliminary course to the Associate Degree of Applied Science in Emergency Medical Technology. Successful completion of EMSP 1501 alone does not establish NREMT examination eligibility; students must successfully complete all co-requisite courses and program requirements listed in this syllabus.

CO-REQUISITES

EMSP 1208 and EMSP 1260

END-OF-COURSE OUTCOMES

The student will demonstrate proficiency in cognitive, psychomotor, and affective domains for the EMT in accordance with the current guidelines of the credentialing agency.

STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

Upon completion of EMSP 1501, the student will be able to:

1. Implement knowledge of the emergency medical system, workforce safety, and wellness of the EMT.
2. Articulate medical/legal/ethical issues related to the provision of basic emergency care.
3. Demonstrate knowledge of anatomical and medical terminology and abbreviations in written and oral communications.
4. Illustrate indications for medications and demonstrate the ability to safely administer them to a patient during an emergency.
5. Assemble scene information and patient assessment findings to guide emergency management.
6. Demonstrate competency and clinical reasoning in basic emergency care and transportation of an acutely ill or injured patient based on medical or trauma assessment findings.

Illustrate the operational roles and responsibilities of an EMT to ensure patient, public, and personnel safety

COURSE FORMAT DESCRIPTION & SCHEDULE

COURSE FORMAT DESCRIPTION

EMSP 1501 is a comprehensive course offered to students in the Emergency Medical Services program. This course provides fundamental knowledge and skills necessary for responding to medical emergencies as an emergency medical technician. The course format consists of both online lectures and in-person lab sessions to provide a balanced learning experience.

LECTURES

All lectures for EMSP 1501 will be delivered online. Students are required to access the lecture materials through the learning management system (LMS) regularly. These online lectures will cover essential theoretical concepts and practical skills related to emergency medical services. Students should allot sufficient time each week to watch the lectures, take notes, and actively engage in the learning process.

ASSIGNMENTS

To reinforce the knowledge gained through online lectures, students will be assigned various assignments on a regular basis. These assignments will be accessible through the LMS and must be completed by the designated due dates. Assignments may include written assessments, case studies, quizzes, or interactive exercises. Completion and submission of assignments are vital for the overall assessment and evaluation of students' performance.

LABS

Lab sessions for EMSP 1501 will include both online work and in-person activities. Students are required to attend the in-person lab every Tuesday from 9:00 a.m. to 5:00 p.m., except for campus closures, holidays, or professional development days. During lab sessions, students will practice and apply theoretical knowledge through hands-on exercises, skills stations, simulations, and patient-care scenarios. Online lab components may include virtual scenarios, simulations, or collaborative activities.

EXAMS

Exams in EMSP 1501 will be proctored in the Testing Center. Students will be required to schedule their exams and complete them online through the EMSTesting platform. These exams will evaluate students' knowledge, understanding, and critical thinking abilities acquired throughout the course. It is essential for students to familiarize themselves with the exam process and adhere to all testing center guidelines to ensure a smooth examination experience.

COURSE SCHEDULE

Week	Unit	Online Lectures	In Person Lab	Exams
1	Unit 1: Foundations	Chapters 1-8 Online Lectures & Review Questions, Jurisprudence	AHA CPR Lab	
2	Unit 2: Airway Management & Patient Assessment	Chapters 9-17 Online Lectures & Review Questions	Vital Sign Lifting & Moving Lab	Unit 1
3	Unit 3: Medical Emergencies	Chapters 18-28 Online Lectures & Review Questions	Airway Management Patient Assessment	Unit 2 At Home CAT
4	Unit 4: Trauma	Chapters 29-35 Online Lectures & Review Questions	Medical Skills & Scenarios	Unit 3
5	Unit 5: Special Populations & EMS Operations	Chapters 36-41 Online Lectures & Review Questions	Trauma Skills & Scenarios	Unit 4
6	Review for Proctored Computerized Adaptive Test		Childbirth, Vehicle Extrication & Stabilization	Unit 5 Proctored CAT
7	Review for Comprehensive Final Exam		MCI & Skills Completion	Comprehensive Final Exam
8	Course Wrap Up			

COURSE GRADE COMPUTATION

EMSP 1501 examination performance is calculated separately from the psychomotor and affective completion requirements.

Examination Average

- 75% = Unit Exam Average, required adaptive-exam assignments/remediation, and affective domain evaluations
- 25% = Comprehensive Final Exam

Students must earn an overall examination average of 81% or higher, earn 81% or higher on the Comprehensive Final Exam, and achieve a performance level of “Good” or “Exceptional” on the Proctored Cumulative Timed Adaptive Exam. Each requirement must be met independently.

Overall Course Grade

After all examination requirements have been satisfied, the overall EMSP 1501 course grade is calculated as follows:

- 60% = Examination Average
- 25% = Assignments
- 15% = Online Lectures and Quizzes

Psychomotor skills and affective performance are independent program-completion requirements. A passing overall course grade does not replace the requirement to successfully complete every required psychomotor skill, earn the required Final Affective Evaluation score, complete assigned remediation, and finish the course in good standing.

GRADING SCALE

Exam Scores are recorded as the score earned and will not be rounded. Example: 74.99 will be recorded as 74.99 and will be a "D". **There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences EMS Program.**

A = 90-100
B = 81-89.99
C = 75-80.99
D = 65-74.99
F = 0-64.99

CLASSROOM ASSIGNMENT POLICY

Since a core focus of this course is to prepare you for experiences in higher education and/or your future in the workplace, completing work on time, in accordance with the good time- management skills you will learn in this course, is considered highly desirable and an important habit to develop. All classroom assignments are expected to be completed by the due date provided on the course schedule located on Moodle. **Late assignments will not be accepted, and a grade of zero will be given.** All assignments are expected to be turned in on Moodle, no paper assignments will be accepted unless specified by the instructor. Students are given adequate time to ensure assignments are completed before the due date. **No extensions will be given in the event of technical complications,** do not wait until the last day to turn in an assignment.

PSYCHOMOTOR SKILLS TESTING

To qualify for EMS certification or licensure, the student must successfully demonstrate competency in each of the psychomotor skills required. Successful completion of psychomotor skill testing requires satisfying all critical criteria. The student must complete the required peer reviews before instructor testing. The student will be allowed 2 opportunities to demonstrate skill competency. If the student is unsuccessful on the 2nd attempt, the student will be required to repeat the required peer reviews for the failed skill before instructor testing. If the student fails the 3rd attempt of the psychomotor exam, the student will then meet with the Program Coordinator to determine the student's course continuation.

EXAM POLICIES

UNIT EXAM POLICY

All unit exams will be administered electronically in the testing center with deadlines as indicated on the current class schedule. The student is given adequate time to ensure exams are completed before the due date. Unit Exams are 120 questions each and the student has 120 minutes to complete. No extensions or retakes are allowed for exams.

The student is responsible to know Testing Center policies and hours of operation. If the student is late to class from an exam, the student will be considered tardy or absent according to the attendance policy.

For online exams, exam grades will be made available after a test analysis is completed by the instructors. If the exam isn't available online, a scantron version will be made available for the student. The student should not expect grades until Friday following the exam due date.

Discussion or disclosing the exams to others constitutes a **BREACH OF ETHICS** and will be evaluated by the Dean and Professional Conduct Committee. Refrain from discussing the contents of the exams with anyone other than the faculty.

If an exam is administered in class, the student will not be allowed to bring any personal items into the classroom (purses, hats, bags, books, backpacks, cell phones, smart watches, digital devices, etc.) and only a computer (if needed for testing), pencils, and car keys will be allowed.

EMSTESTING COMPREHENSIVE COMPUTER ADAPTIVE TEST

This computer adaptive test (CAT) will have approximately 30 questions per module. If the student is performing very well or is performing poorly, the test will end early. This means that the student might see fewer than 30 questions per module. This test will adapt to the student's response. If the student answers a question correctly, the next question will be statistically harder; if the student answers incorrectly, the next question will be statistically easier.

EMSTesting Adaptive Exams consist of practice and proctored assessments with required remediation. The grading rubric for the adaptive-exam portion of the course is as follows:

STEP 1: Practice Comprehensive Predictor Exam					Points Earned
A. Complete Practice Exam - A student will earn a total of 2 points upon completion of the Practice Comprehensive Exams by the assigned deadline. - A student who does not complete the Practice Comprehensive Exam by the assigned deadline will receive 0 points.					_____ points (2 pts possible)
B. Complete Required Remediation Plan - Students will earn a total of 2 points upon completion of remediation by the assigned deadline. - For each objective missed, students must identify 3 critical points to remember for each objective. - Students who do not identify 3 critical points to remember for each objective missed will not receive credit for completing remediation and will receive 0 points for the assignment. - Remediation must be handwritten, typed paper will not be accepted					_____ points (2 pts possible)
STEP 2: Proctored Comprehensive Predictor Exam					Points Earned
A. Complete Proctored Exam at Assigned Time - Use the table below to calculate points earned and identify remediation requirements. - Students will earn 1 to 4 points based upon the score they earn on the Proctored Exam.					
Proficiency:	Exceptional	Good	Not Good	Fail	_____ points (4 pts possible)
Points Earned:	4 points	3 points	2 points	1 point	

STEP 1: Practice Comprehensive Predictor Exam	Points Earned
B. Complete Remediation - Students will earn a total of 2 points upon completion of remediation by the assigned deadline regardless of which level they scored on the Proctored Assessment. - For each objective missed, the students must identify 3 critical points to remember about the objective. - Students who do not identify 3 critical points to remember for each objective missed will not receive credit for completing remediation and will receive 0 points for the assignment. - Remediation must be handwritten, typed paper will not be accepted	 _____ points (2 pts possible)
Points Possible = 2 + 2 + 4 + 2 = 10	_____ Total Points

COMPREHENSIVE FINAL EXAM

The comprehensive final exam is designed to assess students' mastery of the material covered throughout the Emergency Medical Technician (EMT) course. This culminating assessment consists of 120 questions and will be administered within a time frame of 120 minutes. The exam aims to evaluate students' understanding of key concepts, protocols, procedures, and skills necessary for effective emergency medical care.

To successfully pass the course, students must achieve a minimum score of 81% on the final exam. This passing grade ensures that students have demonstrated a satisfactory level of competency in the EMT curriculum. In the event that a student does not achieve the required passing score, they will be given the opportunity to retake the exam.

Upon failing to attain the passing score on the initial attempt, students will be granted a second opportunity to retake the exam. However, if a student fails to achieve the minimum passing score of 81% on the second attempt, the student will not be approved to take the NREMT exam.

AFFECTIVE DOMAIN EVALUATIONS

The Affective Domain Evaluation measures professional behavior, attitude, and interpersonal skills essential for EMS practice. It reflects the **affective learning domain** outlined by CoAEMSP and the NREMT, assessing qualities such as integrity, compassion, accountability, respect, empathy, self-motivation, personal appearance, self-confidence, communication, teamwork, patient advocacy, and cultural competency.

Students will receive **two evaluations** during the 8-week course—one mid-course and one at the end. **Each evaluation will be graded separately** and entered as its own grade in the gradebook. These evaluations are based on observations during class, skills labs, simulations, and clinical interactions. Affective behavior is a critical component of professional competence; failure to maintain satisfactory performance in this domain may result in course failure regardless of cognitive or psychomotor scores.

SCORING METHOD

- Each evaluation contains 12 professional attributes worth up to 2 points each (maximum possible score = 24 points).
- The percentage score for each evaluation is calculated as: $(\text{Points Earned} \div 24) \times 100 = \text{Total Percentage Score}$.

Because each attribute is scored using whole points, students must earn at least 20 of 24 points (83.33%) to meet or exceed the 81% program standard.

GRADING RUBRIC

Each attribute will be scored using the following scale:

- Needs Improvement – 0 points
- Fair – 1 point
- Good – 2 points

Attribute	Description	Good	Fair	Needs Improvement
Integrity	Honesty, trustworthiness, accurate documentation	2	1	0
Compassion	Actively supports others, listens to patients/families	2	1	0
Accountability	Takes responsibility, meets deadlines, accepts feedback	2	1	0
Respect	Polite, professional language, respectful conduct	2	1	0
Empathy	Appropriate emotional response, supportive behavior	2	1	0
Self-Motivation	Takes initiative, pursues improvement, seeks learning	2	1	0
Appearance & Hygiene	Maintains clean, professional appearance	2	1	0
Self-Confidence	Trusts judgment, aware of strengths/limits	2	1	0
Communication	Clear speech, legible writing, active listening	2	1	0
Teamwork & Diplomacy	Supports team, resolves conflict professionally	2	1	0
Patient Advocacy	Protects patient dignity/confidentiality	2	1	0
Cultural Competency	Provides culturally sensitive and equitable care	2	1	0

AFFECTIVE PERFORMANCE BELOW THE REQUIRED STANDARD

Affective performance is an essential component of EMT education and professional readiness. Students are expected to demonstrate satisfactory professional behavior throughout the course.

Midterm Affective Evaluation

A student who earns fewer than 20 of 24 points on the Midterm Affective Evaluation will be considered not in good standing pending successful remediation and will be required to:

1. Attend a mandatory counseling conference with EMS faculty.
2. Review the professional attributes that were scored below the required standard.
3. Complete a written Professional Improvement Plan identifying:
 - The behaviors or performance concerns that must be corrected.
 - The actions the student will take to improve.

- The expected standard of professional conduct.
 - The deadline for demonstrating improvement.
4. Complete any additional counseling, remediation, reflection assignments, or corrective actions assigned by EMS faculty.
 5. Demonstrate sustained improvement in professional behavior through the remainder of the course.

The student will remain under affective review until all assigned requirements have been completed and satisfactory improvement has been demonstrated.

Final Affective Evaluation

To successfully complete the affective requirements of the EMT program, the student must:

- Earn at least 20 of 24 points (83.33%) on the Final Affective Evaluation.
- Successfully complete all required counseling sessions, remediation activities, Professional Improvement Plans, and corrective actions.
- Receive a final affective status of **“In Good Standing.”**

A student who earns fewer than 20 of 24 points on the Final Affective Evaluation, fails to complete an assigned counseling or remediation requirement, or fails to demonstrate sustained improvement will be considered not in good standing and will not satisfy the affective requirements for successful EMT program completion.

Failure to satisfy the affective requirements will result in failure to meet EMT program-completion requirements and may result in failure of the applicable course. The student will not be approved by Texarkana College to take the NREMT examination, regardless of cognitive examination scores or psychomotor skills performance.

Serious or Repeated Professional Conduct Concerns

A numerical affective score does not prevent EMS faculty from addressing serious, repeated, or unsafe conduct. Significant concerns involving integrity, patient safety, confidentiality, harassment, falsification of documentation, insubordination, clinical-site violations, or other substantial breaches of professional conduct may result in immediate counseling, removal from a learning environment, referral to program or college administration, or other disciplinary action in accordance with program and college policies.

REQUIRED RESOURCES

- Emergency Care, 15th edition, Limmer & O'Keefe, ISBN: 9780135350683
- American Heart Association BLS Provider Manual. 2025 Guidelines. ISBN: 978-1-68472-310-2
- A desktop, laptop, or compatible tablet for in-classroom and online assignments.
- Online access to Microsoft TEAMS, Moodle, Limmer course materials, EMSTesting, and Platinum Planner.
- A stethoscope of the students' choosing is required in the on-campus lab(s).
- Other clinical supplies such as trauma shears, pen light, and a manual blood pressure cuff are also required.

EMSP 1208 EMERGENCY VEHICLE OPERATIONS

COURSE NAME
EMERGENCY VEHICLE OPERATIONS
COURSE NUMBER
EMSP 1208
CREDIT HOURS
2
CONTACT HOURS
32

COURSE DESCRIPTION

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

CO-REQUISITES

EMSP 1501 & EMSP 1260

END-OF-COURSE OUTCOMES

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, environmental, social, and legal systems associated with the occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

Upon completion of EMSP 1208, the student will be able to:

1. Explain the legal and ethical considerations related to emergency vehicle operations, including compliance with EMS and traffic laws, communication protocols, and patient advocacy principles.
2. Demonstrate proficiency in safely operating an emergency vehicle in various scenarios, including responding to emergencies, executing evasive maneuvers, navigating through traffic, and ensuring the safety of crew members, patients, and the public.
3. Apply critical thinking skills to assess potential hazards and environmental conditions during emergency vehicle operations and develop appropriate strategies to mitigate risks and maintain safe operations.
4. Utilize effective communication techniques for maintaining clear and concise communications within the emergency vehicle and with other responders, utilizing standardized terminology and protocols.
5. Evaluate the impact of stress, fatigue, and personal limitations on emergency vehicle operations and apply appropriate techniques for managing these factors to optimize safety and performance.
6. Analyze and apply principles of defensive driving, emergency vehicle maneuvering, and hazard awareness to effectively navigate unpredictable situations and prevent accidents during emergency vehicle operations.

COURSE FORMAT DESCRIPTION & SCHEDULE

COURSE FORMAT

EMSP 1208 is an online course that is delivered through the learning management system Moodle. All course materials, including lectures and assignments, will be available to students on the Moodle platform. Students will have access to the course content 24/7, allowing for flexibility in completing the coursework.

The course is divided into weekly modules, with each module covering specific topics related to emergency medical services. Students are expected to review the assigned readings, watch the lecture videos, and complete the assigned activities within each module. These activities may include quizzes, discussion board participation, and written assignments.

Exams for this course will also be administered online through Moodle. Students will be required to complete quizzes and exams by the designated due dates. It is important for students to allocate enough time to complete each assessment within the given time frame.

The final exam for EMSP 1208 will be administered in the Testing Center. Students must familiarize themselves with the exam process and adhere to all testing center guidelines to ensure a smooth examination experience. Detailed instructions regarding the final exam will be provided closer to the end of the course.

Throughout the course, students are encouraged to actively participate in online discussions and seek clarification from the instructor as needed. Regular communication and engagement with the course material are vital to success in EMSP 1208.

Please note that it is the responsibility of each student to have reliable internet access and a compatible device to access the course materials online. Technical support will be available through Moodle, should any technical issues arise.

COURSE SCHEDULE

Week	Unit	Description
1	Unit 1	Chapters 1-2 Online Lectures & Unit 1 Exam
2	Unit 2	Chapters 3-4 Online Lectures & Unit 2 Exam
3	Unit 3	Chapters 5-6 Online Lectures & Unit 3 Exam
4	Unit 4	Chapters 7-8 Online Lectures & Unit 4 Exam
5	Unit 5	Chapters 9-10 Online Lectures & Unit 5 Exam
6	Unit 6	Chapters 11-12 Online Lectures Unit 6 Exam
7	Comprehensive Final Exam	
8	Course Wrap Up	

COURSE GRADE COMPUTATION

The student must have a passing exam average (average includes all unit exams and final) of 81% or greater to receive course completion for NREMT.

The examination average is calculated as follows:

- 75% = Unit Exam Average
- 25% = Comprehensive Exam Final

Once the passing exam average has been attained, the overall grade computation is calculated as follows:

- 60% = Overall Exam Average
- 25% = Online Lectures and Quizzes
- 15% = Assignments

GRADING SCALE

Exam Scores are recorded as the score earned and will not be rounded. Example: 74.99 will be recorded as 74.99 and will be a "D". **There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences EMS Program.**

A = 90-100
B = 81-89.99
C = 75-80.99
D = 65-74.99
F = 0-64.99

REQUIRED RESOURCES

- EMS Vehicle Operator Safety 2nd edition ISBN: 9781284291780.
- A desktop, laptop, or compatible tablet for completion of online modules.
- Online access to Microsoft TEAMS and Moodle.

EXAM POLICIES

UNIT EXAM POLICY

All unit exams will be administered electronically on Moodle with deadlines as indicated on the current class schedule. The student is given adequate time to ensure exams are completed before the due date. Unit Exams are 50 questions each and the student has 50 minutes to complete. No extensions or retakes are allowed for exams.

For online exams, exam grades will be made available after a test analysis is completed by the instructors. If the exam isn't available online, a scantron version will be made available for the student. The student should not expect grades until the Friday following the exam due date.

Discussion or disclosing the exams to others constitutes a **BREACH OF ETHICS** and will be evaluated by the Dean and Professional Conduct Committee. Refrain from discussing the contents of the exams with anyone other than the faculty.

COMPREHENSIVE FINAL EXAM

The comprehensive final exam is designed to assess students' mastery of the material covered throughout the Emergency Vehicle Operation course. This culminating assessment consists of 100 questions and will be administered within a time frame of 100 minutes. The exam aims to evaluate students' understanding of key concepts, protocols, procedures, and skills necessary for effective emergency driving.

To successfully pass the course, students must achieve a minimum score of 81% on the final exam. This passing grade ensures that students have demonstrated a satisfactory level of competency in the Emergency Vehicle Operations curriculum. In the event that a student does not achieve the required passing score, they will be given the opportunity to retake the exam.

Upon failing to attain the passing score on the initial attempt, students will be granted a second opportunity to retake the exam. However, if a student fails to achieve the minimum passing score of 81% on the second attempt, the student will not be approved to take the NREMT exam.

EMSP 1260 EMT CLINICAL

COURSE NAME

EMT – Clinical

COURSE NUMBER

EMSP 1260

CREDIT HOURS

2

HOSPITAL CONTACT HOURS

12

AMBULANCE CONTACT HOURS

60

ADDITIONAL INSTRUCTIONAL CONTACT HOURS

24

TOTAL CONTACT HOURS

96

COURSE DESCRIPTION

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

CO-REQUISITES

EMSP 1501 & EMSP 1208

END-OF-COURSE OUTCOMES

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, environmental, social, and legal systems associated with the occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

STUDENT LEARNING OUTCOMES – COURSE OBJECTIVES

Upon completion of EMSP 1260, the student will be able to:

1. Demonstrate a basic history and physical examination to identify acute complaints and monitor changes.
2. Assemble scene information with the patient assessment findings to guide emergency management and formulate a field diagnosis based on the illness or injury.
3. Demonstrate effective communication in a non-discriminatory manner that addresses inherent or unconscious bias, is culturally aware and sensitive, and is intended to improve patient outcomes.
4. Safely and effectively perform all psychomotor skills within the National EMS Scope of Practice Model and State Scope of Practice at the EMT level.
5. Implement interventions within the National EMS Scope of Practice Model, based on assessment findings and evaluate the effectiveness of the interventions and be able to modify the treatment plan accordingly.
6. Illustrate an EMT's operational roles and responsibilities to ensure patient, public, and personnel safety.

COURSE FORMAT DESCRIPTION & SCHEDULE

COURSE FORMAT

EMSP 1260 is a comprehensive course designed to provide students with hands-on experience and faculty-directed instruction in emergency medical services. The course includes 72 hours of approved hospital and ambulance clinical opportunities and 24 hours of required clinical orientation, clinical-documentation instruction, FEMA NIMS training, and National Traffic Incident Management Responder Training.

HOSPITAL OPPORTUNITY (12 HOURS EACH)

Students are required to complete one (1) twelve-hour hospital opportunities where they will be exposed to various medical and emergency situations. This hands-on experience allows students to observe and assist healthcare professionals in a hospital setting, enabling them to gain insight and practical skills relevant to emergency medical services.

AMBULANCE OPPORTUNITIES (12 HOURS EACH)

Students are expected to complete five (5) twelve-hour ambulance opportunities throughout the duration of the course. These opportunities provide students with real-world experience in responding to emergency calls, patient assessment, and basic life support. Working alongside experienced EMS professionals, students will have the chance to apply their learning in a dynamic and fast-paced environment.

ADDITIONAL INSTRUCTIONAL CONTACT HOURS (24 HOURS)

Students will complete 24 additional faculty-directed contact hours consisting of four hours each for clinical orientation, clinical-documentation instruction, FEMA IS-100.C, FEMA IS-200.C, FEMA IS-700.B, and National Traffic Incident Management Responder Training. The scheduled time for each online training component includes module completion, required documentation, and faculty-directed review or remediation.

COURSE SCHEDULE

Week	Description	Week	Description
1	Online Orientation & Clinical Documentation	5	Clinical Opportunity #4 & FEMA NIMS ICS 700
2	Clinical Opportunity #1	6	Clinical Opportunity #5 & TIMS
3	Clinical Opportunity #2 & FEMA NIMS ICS 100	7	Clinical Opportunity #6
4	Clinical Opportunity #3 & FEMA NIMS ICS 200	8	Course Wrap Up

COURSE GRADE COMPUTATION

To pass EMSP 1260 a minimum grade of 81% is required. Students must complete each hospital and field opportunity with a minimum score of 75%. Once the passing clinical opportunity average has been attained, the overall clinical grade computation can be calculated.

OVERALL GRADE COMPUTATION

- 75% = Clinical Opportunity Average
 - The clinical opportunity average will consist of seven components: six clinical opportunities and one clinical folder
- 25% = Assignments

CLINICAL OPPORTUNITY COMPUTATION RUBRIC

The Clinical Opportunity Rubric applies only when the student attends and participates in the scheduled clinical experience.

A student who does not attend the scheduled clinical opportunity will receive a grade of **zero for the entire Clinical Opportunity assignment** because the required graded activity was not completed. Individual rubric criteria, including the preceptor performance score, will not be evaluated because no clinical performance was observed.

Missed clinical opportunities cannot be rescheduled or made up. The student will not earn the scheduled clinical contact hours.

Clinical Item	0 Points	1 Point	2 Points	3 Points	4 Points
Checking into Platinum Planner on Time (Start of Clinical Opportunity)	Did not check in on time	Checked in on time			
Checking Out of Platinum Planner on Time (End of Clinical Opportunity)	Did not check out on time	Checked out on time			
Submitted Platinum Planner Opportunity within 24 hours End of Clinical Day	Submitted after 49 hours or not at all	Submitted between 25 – 48 hours	Submitted within 24 hours		
Uploaded Signed Copy of Preceptor Evaluation Acknowledgment	Not uploaded	Uploaded			
Preceptor Completed Evaluation of Student	Not completed	Completed			
Preceptor Evaluation Score	Score below 60	Score of 60 – 69.99	Score of 70 – 79.99	Score of 80 – 89.99	Score of 90 – 100
Student Completed Evaluation of Preceptor and Clinical Site	Not completed	Completed			

The grading for clinical documentation will be based on a total of 11 points, which corresponds to a maximum score of 100%. The final grade will be calculated by adding up the points obtained for each clinical opportunity and dividing it by the total points possible. The resulting decimal will then be multiplied by 100 to determine the percentage grade.

CLINICAL FOLDER COMPUTATION

Documentation	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points	6 Points
Signed Preceptor Evaluation form for each Opportunity	None	One	Two Opportunities	Three Opportunities	Four Opportunities	Five Opportunities	Six Opportunities
Completed Scavenger Hunt or Ambulance Check Off for each Opportunity	None	One Opportunities	Two Opportunities	Three Opportunities	Four Opportunities	Five Opportunities	Six Opportunities
Blood Pressure Log Completed	None	One Week	Two Weeks	Three Weeks	Four Weeks	Five Weeks	Six Weeks

The clinical-folder grade is based on 18 possible raw points. The final percentage is calculated by adding the points earned across the documentation categories, dividing by 18, and multiplying by 100.

LATE WORK AND CLINICAL DOCUMENTATION POLICY

Late work is not accepted for academic credit. Assignments, examinations, clinical documentation, and other course requirements must be completed and submitted by the published deadline.

When an item is required for course completion, graduation, certification eligibility, or release to take the NREMT examination, a student who misses the deadline will receive a grade of **zero** for that item. The student must still successfully complete and submit the required item before the end of the course.

Completion of a required item after the deadline does not restore points or replace the zero. Late completion only satisfies the applicable course- or program-completion requirement. A student may still be released to take the NREMT examination when:

- The required item is successfully completed before the end of the course.
- The student meets all other academic, psychomotor, affective, clinical, attendance, and program-completion requirements.
- The student earns the required minimum final grades in all co-requisite courses.

Clinical Documentation Deadline

Students must submit all required clinical documentation within **24 hours of the scheduled end time of each clinical opportunity**. This includes all required Platinum Planner documentation, acknowledgments, evaluations, forms, and supporting records.

Clinical documentation submitted more than 24 hours after the scheduled end of the clinical opportunity will receive a grade of **zero**. However, because complete clinical documentation is required to verify the clinical experience and determine program completion, the student must still submit all missing documentation before the end of the course.

Failure to submit complete and verifiable clinical documentation before the end of the course may result in:

- The clinical opportunity not being accepted or verified.
- Failure to satisfy EMSP 1260 course requirements.

- Unsuccessful completion of the EMT program.
- The student not being released to take the NREMT examination.

GRADING SCALE

Scores are recorded as the score earned and will not be rounded. Example: 74.99 will be recorded as 74.99 and will be a “D”. **There will be NO rounding of evaluations, course averages, or other course work in the Health Sciences EMS Program.**

A = 90-100
 B = 81-89.99
 C = 75-80.99
 D = 65-74.99
 F = 0-64.99

REQUIRED RESOURCES

- Platinum Planner EMT Student; Platinum Educational Group; Pearson
- Basic Life Support Provider Manual by American Heart Association, 2025 edition; ISBN 978-1-68472-310-2
- A desktop, laptop, or compatible tablet for clinical opportunities and assignments.
- Online access to Microsoft TEAMS, Moodle, Limmer course materials, EMSTesting, and Platinum Planner.
- A stethoscope of the student's choice is required for clinical.
- Other clinical supplies such as trauma shears, pen light, and a manual blood pressure cuff are also required.
- A 3-ring binder or 3-prong folder

CLINICAL FOLDER REQUIREMENTS AND USAGE

PURPOSE OF THE CLINICAL PACKET

- The clinical packet contains necessary paperwork for documentation and patient contact records.
- It assists students in maintaining accurate records without reliance on internet or electronic devices during clinical opportunities.
- The clinical packet serves as evidence of completed clinical experience for course completion.

FOLDER FORMAT

- Students must obtain a 3-ring binder or a 3-prong folder to organize and secure their clinical packet.
- Proper labeling and identification on the folder cover are required, including the student's name, course details, and instructor information.

MANDATORY REQUIREMENT

- Students are required to print off the clinical packet and place it in the designated folder.
- The clinical packet must accompany the student to every clinical opportunity.
- Failure to bring the clinical packet may result in the inability to document patient contacts or engage in certain clinical activities.

CONTENTS OF THE CLINICAL PACKET

- Preceptor Evaluation Form: Used for preceptors to assess student performance during clinical opportunities.
- Patient Contact Forms: Used to document patient interactions, interventions, and case details.
- Additional Observation Sheets: Provided for any additional note-taking or documentation purposes.

PRECEPTOR SIGNATURES

- Preceptors are responsible for reviewing, signing, and providing necessary feedback on the appropriate documents within the clinical packet.
- Students must ensure that their preceptor signs the required paperwork after each clinical opportunity.

FOLDER SUBMISSION

- At the end of the course, students must submit their clinical folder to the instructor.
- The submitted folder will be retained in the student's file as evidence of completed clinical experience.
- Failure to submit the clinical folder may result in delayed course completion.

Note: It is the student's responsibility to keep the clinical folder organized, up to date, and accessible during all clinical opportunities. Any missing paperwork or incomplete documentation may impact the successful completion of the course.

CLINICAL OPPORTUNITIES

SELECTION PROCESS

In order to accommodate students' preferences, they will have the chance to choose their clinical opportunities from a list of approved dates on Platinum Planner during the designated sign-up period. However, it is crucial that students adhere to this timeline. Failure to sign up during the allocated week will result in a zero for the sign-up verification assignment. Additionally, any delays beyond the sign-up period will be considered as absences, with each business day late corresponding to one absence. In such cases, the instructor will be responsible for assigning the clinical opportunities on behalf of the student.

CHANGES TO SCHEDULE

The student will have until the end of the sign-up period to make any corrections or changes to the schedule. After the sign-up period has closed, any changes to the schedule will result in an absence for that clinical opportunity.

ADHERENCE TO CLINICAL SITE SCHEDULE AND ATTENDANCE PROTOCOL

EMS students must report to the assigned clinical site on the correct date and at the exact scheduled time. Students may not attend, enter, remain at, or conduct program business at a clinical site outside the approved clinical opportunity unless specifically directed by EMS faculty or authorized site personnel. Failure to follow the approved schedule may disrupt site operations, create security and privacy concerns, and result in disciplinary action or loss of clinical credit.

CLINICAL SITE ARRIVAL, ENTRY, AND DEPARTURE

Students may arrive in the designated parking area no more than 30 minutes before the scheduled start time. Students must remain in their vehicle or another publicly authorized waiting area and may not enter the clinical site more than 15 minutes before the scheduled start time. Arriving earlier does not create additional clinical hours and does not authorize the student to enter employee-only or patient-care areas.

At the end of the clinical opportunity, students must leave the clinical site promptly after the scheduled end time and after the preceptor has dismissed them. Students may not remain at the site to socialize, observe additional calls or patient care, wait for another employee, or complete paperwork. Remaining on site beyond the approved time without authorization is a security and professionalism concern.

Students are responsible for planning ahead so that all required preceptor signatures, acknowledgments, and evaluations are completed before the clinical opportunity ends. The student must respectfully remind the preceptor in sufficient time to complete the required documentation. A student may not extend the clinical opportunity or remain at the site solely to finish paperwork.

CLINICAL CHAIN OF COMMAND

During the scheduled date and time of a clinical opportunity, students must use the following chain of command for concerns that arise at the site:

1. Assigned preceptor
2. Charge nurse for a hospital clinical opportunity or operations manager/supervisor for an ambulance clinical opportunity
3. Mrs. Danielle Forgy, EMT Lead Instructor and Clinical Coordinator
4. Mrs. Cyndy Rider, EMS Program Director
5. Ms. Linda Arnold, Administrative Assistant to the Dean
6. Mrs. Courtney Shoalmire, Dean of Health Sciences

Students must begin with the first appropriate person in the chain and allow that person a reasonable opportunity to address the concern before escalating it. Students may move directly to the next level only when the matter involves immediate patient or student safety, the individual is unavailable during an urgent situation, or the concern directly involves that individual.

Outside the scheduled date and time of a clinical opportunity, students must contact the EMT Lead Instructor and Clinical Coordinator first. Students may not independently contact a clinical site, preceptor, charge nurse, operations manager, or other site employee to request records, run information, evaluations, schedule changes, exceptions, or assistance with program documentation unless EMS faculty has specifically authorized that contact. Bypassing the program chain of command may jeopardize clinical partnerships and will be addressed as a professionalism and affective-domain concern.

CHANGES AT CLINICAL SITE

In the event that there are known changes at the clinical site due to circumstances such as a preceptor call-in or a unit change, EMS students are still expected to report to the site on time. Knowledge of such changes, especially due to their employment, should not be considered as an exemption from attendance requirements. Regardless of these alterations, maintaining a consistent and punctual presence at your clinical site is crucial to your learning experience and professional development. Any foreseen changes should be relayed to the faculty immediately, but it's essential that it does not hinder the regular clinical schedule.

FAMILY MEMBER RESTRICTIONS – CLINICAL AND FIELD OPPORTUNITIES

To maintain professional standards, ensure objectivity in evaluation, and avoid conflicts of interest, students are not permitted to complete clinical or field opportunities under the supervision of, or alongside, immediate family members.

This includes, but is not limited to:

- Being assigned to an EMS unit, ER, or clinical department where a parent, sibling, spouse, partner, or other close relative is working during the student's rotation.
- Having a family member serve as a preceptor or clinical evaluator.
- Selecting clinical opportunities or locations with the intent to work directly with a family member.

If a student is inadvertently scheduled in a location with a family member, it is the student's responsibility to notify the Clinical Coordinator immediately so that appropriate arrangements can be made.

Failure to follow this policy may result in the removal of clinical hours, reassignment, and/or disciplinary action.

FRATERNIZATION POLICY – INSTRUCTORS, PRECEPTORS, FACILITY PERSONNEL, AND CLASSMATES

To preserve the integrity of the learning environment and uphold professional and ethical standards, fraternization is strictly prohibited between students and the following individuals:

- Instructors
- Preceptors
- Ambulance and Emergency Room Personnel
- Clinical or Field Site Staff

- Classmates, in any context that may interfere with professional boundaries or compromise the learning environment

Fraternization includes but is not limited to:

- Romantic or sexual relationships
- Inappropriate texting, social media interactions, or communications outside of a professional context
- Favoritism or special treatment due to personal relationships
- Engaging in gossip, unprofessional behavior, or conduct that creates discomfort or hostility for others

Boundaries must be maintained at all times, both on and off duty, during and outside of scheduled clinical, classroom, and lab hours.

- Violation of this policy may result in:
- Immediate removal from the clinical or classroom environment
- Disciplinary action up to and including dismissal from the program
- Documentation of unprofessional conduct in the student's file

If a prior relationship exists with any individual at a clinical or instructional site (e.g., former partner, close friend, relative, etc.), it is the student's responsibility to disclose this to the Clinical Coordinator prior to attending that rotation.

CLINICAL EXPERIENCE FOR STUDENTS UNDER 18

Students who are under the age of 18 or still in high school are required to submit signed guardian waivers from Christus St. Michael, LifeNet, and Pafford prior to attending clinical opportunities. Please note that for LifeNet opportunities, students can only sign up for units beginning at the primary location in Nash with preselected preceptors.

CLINICAL EXPECTATIONS OF STUDENT

The student will be expected to demonstrate attendance within the stated program policy, independently seek out appropriate learning experiences, participate in a multi-skilled approach to patient care, practice required skills, seek advice to improve skills, demonstrate the superior delivery of patient care required of a student as stated within the program policy.

The student's behavior must demonstrate integrity, empathy, self-motivation, self-confidence, teamwork, diplomacy, respect, patient advocacy, careful delivery of service, appropriate time management, appropriate appearance, and personal hygiene. The student must report to clinical assignments on time and in full uniform.

The student must perform and report patient assessments completely and proficiently. The student will interact with patients and other health care professionals in a "student role" at an appropriate level.

The student must demonstrate integrity by respecting patients, bystanders, the organization, and other allied professionals; the student must demonstrate compassion and empathy toward patients and others.

The student will be expected to perform the tasks to the standards outlined. The student must be willing to accept constructive criticism and take personal responsibility for self-improvement.

The student must be able to thoroughly describe all elements of applicable procedures and accomplish psychomotor skills independently and proficiently.

The student must obtain comprehensive patient/bystander interviews. The student must demonstrate active listening.

The student must complete an appropriate physical exam.

The student must formulate a field impression and work with the crew to implement a treatment plan. Interventions are to be performed in a complete, satisfactory, and timely manner.

EMS STUDENT 3RD RIDER POLICY

The EMS student 3rd rider policy outlines the scope and limits of EMS students' participation during their hospital and field opportunities. The primary role of EMS students is to learn and not to function as essential personnel. For example, if an EMS student is absent, the ambulance can continue to function without their presence, underscoring their non-essential role on the team. Even in situations where a student is employed at a clinical site, they are not to perform tasks outside their designated student responsibilities. Students are explicitly prohibited from operating an ambulance at any time or undertaking duties beyond those acknowledged in their student capacity. While onboard an ambulance, students are required to ride in the back of the vehicle and adhere to necessary safety precautions by wearing the appropriate safety belt. Finally, it is strictly forbidden for students to accrue clinical hours concurrently with their professional working hours. This ensures a clear distinction between their learning and work responsibilities.

EXPECTATIONS AND COMMUNICATIONS

EXPECTATIONS

ATTENDANCE AND PARTICIPATION

- Students are expected to attend all online lectures and actively participate in group discussions and activities.
- It is expected that students will come to each online class or in-person lab prepared by reading the assigned chapter and having all the necessary equipment and materials.
- Students should actively engage in discussions and contribute meaningfully to group activities.
- Only enrolled students are allowed to attend classes. Presence in the classroom is restricted to registered individuals who are officially enrolled in the course. The presence of family members, friends, and children is strictly prohibited during class time. This rule ensures an atmosphere conducive to learning, minimizes distractions, and allows for effective teacher-student interaction.

PROFESSIONALISM

- Students are expected to act professionally and demonstrate respect towards all instructors and fellow students.
- Cell phones and pagers must be turned off or set to silent during online lectures and lab sessions.
- Any disruptions to the instructor or fellow students will not be tolerated, and the student may be asked to leave the virtual classroom or lab session.
- The use of computers in class should be solely for enhancing learning, and activities such as internet surfing or shopping will not be allowed.

DRESS CODE FOR LAB SESSIONS

- Due to the nature of the in-person lab sessions, it is necessary for students to dress appropriately for physical activities such as moving around, lifting heavy objects, and lying on the floor.

- Students must wear the approved uniform to all in-person lab sessions.
- Failure to wear the required uniform will result in dismissal from classroom activities and will be considered an absence.
- It is the student's responsibility to dress professionally and appropriately for all course activities, including lab sessions.

PERFORMANCE AND PARTICIPATION

- Regular and active participation is required throughout the course.
- If a student experiences any obstacles in maintaining optimal performance, they must notify the instructor immediately.
- Performance will be monitored, and swift action will be taken to address any problems.
- Students must maintain respectful behavior towards the instructor and their peers at all times.
- Active participation includes actively engaging in discussion forums, completing assigned activities, and fulfilling other actions as requested by the instructor.
- The course is designed to be completed over a span of 7 days each week, rather than in one sitting.

COMMUNICATIONS AND PROGRAM CHAIN OF COMMAND

Students must use their Texarkana College student email as the primary method of communication for routine course questions. The Course Q & A Forum may also be used for questions that are appropriate for the entire class. Faculty members have up to two business days to respond, excluding weekends, campus closures, holidays, and personal days. Messages received outside posted office hours will normally be addressed on the next business day.

Students may not use personal social media accounts to contact instructors or clinical-site personnel regarding course or clinical matters.

Routine matters are not emergencies. Questions about assignments, late work, grades, due dates, missed work, scheduling preferences, course content, or technology should be sent by email and will be addressed during normal business hours. A student may not demand an immediate response by contacting the instructor repeatedly through multiple methods.

Teams calls are limited to urgent situations occurring during a scheduled clinical opportunity, such as an injury or exposure, an immediate safety concern, an unexpected site closure, inability to locate the assigned preceptor at the scheduled start time, or dismissal from the site. When possible, students should first follow the clinical-site chain of command.

For program concerns outside a scheduled clinical opportunity, students must follow this chain of command:

1. Mrs. Danielle Forgý, EMT Lead Instructor and Clinical Coordinator
2. Mrs. Cyndy Rider, EMS Program Director
3. Ms. Linda Arnold, Administrative Assistant to the Dean
4. Mrs. Courtney Shoalmire, Dean of Health Sciences

Students must allow the individual contacted a reasonable opportunity to respond before escalating the concern. Skipping levels, contacting several people at the same time, or independently contacting a clinical site before program faculty has responded is not appropriate except when an immediate safety issue requires urgent action.

UNIFORM AND PERSONAL APPEARANCE

UNIFORM

- Students are required to arrive in the complete approved uniform for every in-person lab session and clinical opportunity. The uniform must remain complete and professional for the entire activity.
- Students who arrive out of uniform or whose uniform does not meet the cleanliness, fit, identification, or appearance requirements may not participate. The student may be sent home and receive an absence for the lab session or clinical opportunity.
- The EMT uniform must consist of the following:
 - Texarkana College blue polo shirt with the required program patch. The polo must be clean, wrinkle-free, properly buttoned, and tucked completely into EMS navy-blue pants at all times.
 - Black EMS boots and a black EMS belt.
 - The uniform shirt must have a Texarkana College EMT Program patch sewn on the left sleeve, centered two (2) inches below the top shoulder seam. The official program patch can be purchased separately from the Texarkana College Bookstore.
 - The college-issued picture ID name tag must be clipped securely to the student's right polo collar (the student's right side), facing outward and fully visible at all times. It may not be placed on a belt, pocket, lanyard, bag, or covered by outerwear.
 - Black leather EMS boots with zippers or laces are required. Boots must be clean, in good repair, and free of visible mud, dirt, or debris. Laces must be clean, tied, and secured. Canvas tennis shoes, athletic shoes, and western-style pointed- or blunt-toe boots are not permitted.

PERSONAL APPEARANCE

- All uniform items must be clean, neat, wrinkle-free, properly fitted, and free of visible stains, odors, pet hair, lint, and excessive wear.
- The polo must remain appropriately buttoned and fully tucked into the pants throughout lab and clinical activities, including during breaks and while entering or leaving the clinical site.
- Boots must remain clean and presentable. Students should inspect and clean their boots before each lab session and clinical opportunity.
- Pants should not be tucked into the boots at any time.
- Hair must be clean and kept pulled away from the face in a ponytail or bun, ensuring that hair remains behind the shoulders throughout patient contact.
- Hair ornaments, including "scrunchies" made of fabric or decorative hair clips, are not allowed. Bobby pins and barrettes matching student hair color may be used.
- Hair colors and styles must be natural and conservative. Hair extensions or hairpieces must also be conservative in style and be behind the shoulders and away from the face.
- Beards and mustaches must be clean and well-groomed, adhering to the clinical site rules regarding facial hair.
- Fingernails should be short and clean, without nail polish or ornaments. Artificial nails or nail extensions are not allowed.

- Cosmetics or makeup should be conservative, and heavy perfumes and aftershave lotions should be avoided.
- Jewelry is restricted to a plain watch with a sweeping second hand, one plain band ring worn on one finger, and one stud or button-style earring no larger than a pencil eraser per earlobe. Religious or medic-alert medals should be on a chain long enough to be concealed under the uniform. Acceptable colors include gold, silver, pearl, and diamond. No gauges are allowed while the student is in uniform, except for flesh-colored ones. No jewelry is allowed in piercings on the face or tongue while in uniform, including on-campus.
- All attempts should be made to cover tattoos while in the clinical setting.
- No hats or head coverings are to be worn in the classroom or clinical setting, unless approved by faculty.
- Any dress code or personal appearance issues that arise will be handled on an individualized basis by the Clinical Coordinator and Program Director.

ELECTRONIC DEVICES POLICY

To maintain professionalism, ensure patient privacy, and promote safe learning during clinical opportunities, the following rules regarding electronic devices and documentation will be strictly enforced:

USE OF ELECTRONIC DEVICES

Students **may not** use electronic devices—including **smartphones, smart watches, tablets, or laptops**—during any portion of patient care.

This includes, but is not limited to:

- During patient assessment or treatment
- In patient rooms or hallways
- At the nurses' station
- During transport or observation

Electronic devices **are not permitted** to be used for completing assignments or personal tasks while in the clinical setting.

PERMITTED USE

Electronic devices may only be used for:

- Checking in and checking out of clinical opportunities through Platinum Planner
- End-of-opportunity documentation, only if the preceptor gives permission

At no time should devices be visible or in use during patient contact or clinical activities unless specifically instructed by clinical staff.

REQUIRED CLINICAL MATERIALS

Students are required to bring their **clinical folder** to every clinical opportunity. This folder must include:

- Required signature pages
- Skills verification sheets
- Paper documentation tools for patient contacts

Students are expected to document all patient contacts on paper during the clinical opportunity. At the end of the clinical opportunity, and only with preceptor approval, students may transfer their paper documentation into Platinum Planner.

PROFESSIONAL EXPECTATIONS

Failure to follow this policy may result in:

- Removal from the clinical site
- Loss of clinical hours
- Affective evaluation deductions
- Disciplinary action according to program policy

Maintaining professionalism and patient privacy is essential to your success as an EMT student and future healthcare provider.

ATTENDANCE POLICIES

ABSENCES AND ONLINE COURSE PARTICIPATION

Students are expected to attend all scheduled class sessions, labs, clinical experiences, and complete all assigned course activities.

Students will not be administratively withdrawn from the course based solely on absences. Students who accumulate absences will be counseled regarding their attendance and academic progress; however, they will remain enrolled in the course through the end of the semester.

To successfully complete the EMT course, students must meet the minimum 150 contact hour requirement established by state regulations. Contact hours may be earned through scheduled classroom instruction, laboratory activities, online lectures, assignments, clinical experiences, approved virtual clinical activities, and other course requirements as designated by the instructor. Students who fail to meet the required 150 contact hours by the end of the course will receive an **automatic grade of F**, regardless of their academic average.

Students are expected to continue completing coursework, examinations, assignments, online activities, labs, and clinical requirements throughout the course, regardless of attendance status, unless otherwise directed by the instructor or college administration.

If a student misses a scheduled exam, practical skills test, competency verification, or other required evaluation, the course make-up policy will apply. Students are responsible for completing all required course evaluations within established deadlines. The instructor is not responsible for arranging special testing opportunities outside of the published make-up policy. Missed exams or required testing experiences that are not completed according to the make-up policy will receive a grade of **zero (0)**.

Simulation experiences are scheduled as part of the course curriculum and will not be rescheduled, repeated, or added to accommodate student absences. Students who miss a scheduled simulation experience will be responsible for obtaining the required patient care experiences, assessments, skills, or competencies through assigned clinical or field internship experiences, as available. Absence from a simulation does not obligate the instructor to provide an alternative simulation experience.

TARDINESS AND EARLY DEPARTURE POLICY

Students are expected to arrive on time and remain for the entire scheduled learning activity. Tardiness, early departures, or leaving class without instructor approval may result in a reduction of earned contact hours for that session. Repeated incidents will result in counseling and documentation of unprofessional conduct. Students are responsible for completing all required contact hours and course requirements regardless of attendance status.

EXCUSED ABSENCES AND REQUIRED NOTIFICATION

Texarkana College recognizes absences related to official Texarkana College business or school-sponsored trips, qualifying military duty, and religious holy days when the student follows the applicable notification procedures. These absences will not be counted against the student's allowable number of absences.

Students must notify the instructor in writing as soon as the need for an absence is known and must comply with all notification and documentation requirements established by Texarkana College. When advance notice is possible, notification must be provided before the scheduled learning activity.

Students remain responsible for requesting and completing eligible make-up work within the deadlines established by the instructor. In accordance with College policy, students will be permitted to make up eligible academic work missed because of official College business, school-sponsored trips, qualifying military duty, or religious holy days when the required notification procedures are followed.

Because the EMT Program is delivered in an accelerated eight-week format and depends upon limited clinical-site availability, scheduled clinical opportunities, simulations, and certain hands-on experiences ordinarily cannot be recreated, repeated, or rescheduled. Clinical opportunities missed for reasons that do not require a make-up opportunity under College policy or applicable law will receive a grade of zero under the Clinical Opportunity policy and will not earn contact hours.

When College policy or applicable law requires an accommodation or make-up opportunity, EMS faculty and College administration will determine the appropriate course of action based on the nature of the missed activity, available clinical-site capacity, course requirements, and the time remaining in the term.

Absences for illness, transportation difficulties, employment obligations, childcare issues, personal appointments, family events, or similar circumstances are not classified by Texarkana College as excused absences. Faculty may consider individual circumstances when appropriate, but such consideration does not guarantee an extension, make-up opportunity, replacement clinical experience, or removal of the absence.

Students should not stop participating without officially withdrawing. Students who wish to receive a W must contact Enrollment Services and complete the withdrawal process before the published deadline. Faculty will not routinely withdraw students for nonattendance.

A student who stops participating on or before the published withdrawal deadline, does not officially withdraw, and fails because of noncompletion may receive a WF. A student who remains academically engaged beyond the withdrawal deadline but does not successfully complete the course will receive an F. Both an F and a WF affect the student's GPA as failing grades.

Faculty will maintain attendance and academic-participation records. A last date of attendance will be provided only when specifically requested by the Registrar, Financial Aid Office, or another authorized College office.

INCLEMENT WEATHER AND CAMPUS CLOSURE POLICY

Texarkana College has scheduled its instructional program to comply with the Common Calendar of the Texas Higher Education Coordinating Board, as well as to meet instructional requirements for awarding credit hours earned. College instructors are obligated to meet all scheduled classes. If severe weather makes it necessary to cancel classes or to meet virtually, Texarkana College will utilize the RAVE emergency notification system to send text messages and emails to students, faculty, and staff regarding the schedule change. Texarkana College will also post updates and information regarding closures and schedule changes on the institution's website located at www.texarkanacollege.edu and on social media.

In addition, College authorities will make every effort to provide information to local media stations and social media outlets as a supplemental source of communication. However, authorized information and determinations on closures and schedule changes will be officially announced via institutional resources (TC RAVE emergency notification system utilizing texts and emails, and the institution's website and social media sites). If College authorities cancel classes, then all work is delayed until the next class meeting or until a date determined by the instructor. If a student is in an area that experiences severe weather and the College has not officially closed, then it is that student's responsibility to decide whether or not to attend class. The student must then contact the instructor for information concerning make-up for the work missed.

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include but are not limited to an online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website (www.texarkanacollege.edu) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

FINANCIAL AID

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before deciding.

DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodations, please present it so we can discuss the accommodations that you might need for this class. **It is best to request these changes at the beginning if not before the start of class** so there is ample time to arrange the accommodations.

ACADEMIC DISHONESTY STATEMENT

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an "F." This policy applies campus-wide, including the TC Testing Center, as well as off-campus classroom or lab sites.

You are required to complete all work independently unless otherwise instructed. **Plagiarism, cheating, or any related offenses will result in an AUTOMATIC ZERO - no excuses or exceptions.**

SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you don't leave any valuables in plain sight (purse, phone, laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must also have a TC student ID badge and keep it with you at all times.

***Campus police EMERGENCY line: (903) 823-3330**
Available 24 hours a day/7 day a week

BASIC NEEDS SECURITY STATEMENT

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact *Tonja Blase, Director of Student Retention*, at (903)823-3349 for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable them to provide any resources that they may possess.

Texarkana College Student Counselor: (903) 823-3143

Suicide Hotline: 988

Actions or omissions of actions by the student which violate safety standards, place the client's life or welfare in danger, or failure to adhere to ethical and legal standards may result in referral to the professional conduct committee.



TEXARKANA COLLEGE

EMERGENCY MEDICAL TECHNOLOGY STUDENT COURSE REQUIREMENT AND PROGRAM COMPLIANCE AGREEMENT

If you have any questions about this syllabus or the course in general, ask the instructor before you sign this document.

I have read the EMSP 1501, EMSP 1208, and EMSP 1260 Course Syllabus and Clinical Packet and understand the course requirements and policies. I agree to comply with the clinical and classroom policies to meet the requirements for course completion.

I, _____, (print name) have read the course syllabus, the course outline and schedule, course grading requirements and methods of evaluation, as well as had each explained to me by the instructor either verbally, or by email on _____.

I, _____, (print name) have received a paper or electronic copy of the course syllabus, the course outline/schedule/calendar, course grading requirements and methods of evaluation by the instructor either in-person, by email, and Moodle on _____.

I, _____, (print name) understand that if I lose the above-mentioned documents, it is my responsibility to keep up with lecture, assignments, and exam dates. I understand that I will be responsible for utilizing the digital version to reprint a paper copy if needed. By signing this form, I agree to comply with the classroom/online policies, expectations, and rules listed and accept the outline for this class

Courses: EMSP 1501, EMSP 1208, and EMSP 1260

Student Printed Name

_____/_____/_____
Date

Student Signature

Guardian Printed Name
(required only for students under age 18)

_____/_____/_____
Date

Guardian Signature
(required only for students under age 18)